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ABSTRACT

Faculty development programs for schools of education were mandated in 1980 by the Oklahoma State Legislature. Among approved standards each institution must meet are: (1) submission to the Oklahoma State Department of Education of faculty development plans and yearly reports of additions or revisions; (2) inclusion of at least one classroom teacher in the teacher education faculty development committee; (3) applicability of faculty development programs to all faculty, including administrators and deans; (4) faculty development programs, such as inservice or exchange programs (not to the exclusion of regular faculty assignments); and (5) service of faculty, at least one-half day per semester, in a public school in responsibilities related to their respective teaching fields. Four plans from four institutions are discussed in terms of structure, requirements, and procedures. Concerns expressed about the feasibility of implementing some of these standards are discussed, including: required service in the public schools, assignment of additional duties without additional compensations, and the threat posed by political initiation of changes in education. Appendices include various forms associated with teacher education faculty development plans. (JD)

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# MANDATORY FACULTY DEVELOPMENT IN HIGHER EDUCATION: THE OKLAHOMA PLAN

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A Presentation During

Association of Teacher Educators

National Convention

New Orleans, Louisiana

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by

Scott Hopkins

January 30, 1984

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## Introduction

The 1980 Oklahoma Legislature passed a comprehensive law aimed at improving the quality of education available to the citizens of Oklahoma. The major thrust of this law was aimed at improving the quality of public school education through strengthening the teacher education programs at all higher education institutions in Oklahoma. The law, titled HB 1706, had four major components:

(1) The entrance requirements for admission to teacher education were raised. This included raising minimum grade-point requirements, minimum scores on standardized tests, compentency in oral and written communications and evidence of having worked with children and youth in a variety of situations.

(2) A curriculum exam which must be passed, with an average score of seventy percent, by each teacher education student prior to licensing by the state, was also mandated. These exams, which may be taken by a student after the completion of ninety hours and the recommendation of the chairman of the student's major area, are designed to measure knowledge in specific content areas. Certain secondary students may take an umbrella test in his/her general area and tests in specific areas. An example would be the umbrella test in mathematics with specific tests in algebra, geometry, etc. Elementary Education students take tests

in language arts, mathematics, social studies and science.

(3) Graduating students no longer receive a teaching certificate comparable to the standard teaching certificate of the experienced teacher. These graduating teacher education students receive a license for one year and are assigned an Entry-year Assistance Committee during their first year of employment. This entry-year committee consists of a consultant teacher in the building where the teacher is employed, a building administrator, and a representative from higher education. This committee assists the teacher during the first year of employment and recommends the teacher for conversion to a teaching certificate or continuation with a license for one additional year.

(4) Staff development programs are mandated for the certificated or licensed public school personnel and faculty development programs are mandated for those higher education faculty or administrators involved in teacher education. The intent of faculty development is to encourage university teacher educators not only to continue their formal education through workshops and graduate courses but these teacher educators are to work with certificated public school personnel in order for teacher education faculty to become more aware of public school problems.

## Guidelines

HB 1706 left the specific guidelines for faculty development to the State Regents for Higher Education and the state university (Appendix A). The actual standards were developed by the Professional Standards Board, an advisory board to the State Department of Education whose function is to provide leadership for the improvement of teacher education and standards for the certification and licensing of teachers and other educational personnel in Oklahoma and serve in an advisory capacity to the State Board of Education in all matters of professional standards, licensing and certification. The Professional Standards Board is charged with such responsibilities as reviewing approved programs of teacher education and with recommending new programs, reviewing current certificate and licensing requirements, and recommending standards for new certificates, encouraging studies and research designed to improve teacher education, including continuing education of teachers, and making recommendation to the State Department of Education.

The Professional Standards Board consists of thirty one members. It's membership, which is determined by legislation, consists of representatives from the following groups:

Association of School Administrators (2)
Association of Classroom Teachers (7)
Association of Higher Education (6)
Vocational and Technical Education (1)

Non-educators (3)

State Superintendent of Public Instruction

Chancellor of Higher Education

Executive Secretary of Oklahoma Education Association

Director of Teacher Education and Certification

One elementary principal

One secondary principal

Council for Exceptional Children

School psychologist

School nurse

Dean of Arts & Sciences from one private institution

Dean of Arts & Sciences from O.U. or O.S.U.

Parent-Teacher Association

This group recommended, and the State Department of Education approved, seven standards for faculty development. It is the responsibility of each institution of higher education in the state of Oklahoma to develop and implement a faculty development plan which meets the standards. These standards are:

Standard 1

For initial implementation of the Teacher Education development program, each institution of higher education with an approved teacher education program shall submit an outline of their faculty development plan by July 1, 1982 to the Teacher Education/Staff Development Section of the State Department of Education. By July 1 of each subsequent year, institutions shall submit an annual report which addresses any additions or

revisions to their faculty development plan.

Standard 2

All teacher education institutions seeking approval of their certificate programs through the five-year review process should include the faculty development plans for individual faculty in their self-study beginning with the academic year 1982-83.

Standard 3

Each institution of higher education with approved teacher education programs shall have a Teacher Education Faculty Development Committee that shall include at least one public school classroom teacher. The institution shall otherwise determine the membership and selection process for the Teacher Education Faculty Development Committee. The Dean and/or Director of Teacher Education, or his/her designee shall serve as chairman of the Teacher Education Faculty Development Committee.

Standard 4

The Teacher Education Faculty Development Committee shall be responsible for writing guidelines for implementing the faculty development program. These guidelines shall include, but not be limited to: (1) functions and responsibilities of the Teachers Education Faculty Development Committee, (2) alternative means of education which are acceptable for meeting faculty development requirements, (3) process for reviewing individual faculty development plans on an annual basis.

Standard 5

The teacher education faculty development program shall apply to individuals in the following categories who are involved in teacher education at institutions of higher education which offer state approved certificate programs: (1) faculty and administrators in departments, schools, and colleges of education, (2) faculty outside of the department, school or college of education who teach subject matter methods courses (2) faculty who supervise student teachers and/or practicum students, and (4) faculty who serve on Entry-Year Assistance Committees.

Standard 6

Faculty development guidelines shall provide alternative means of education including, but not limited to: (1) in-service programs, (2) higher education courses, and (3) exchange programs with public school classroom teachers, administrators, and other school personnel. Duties that are a part of the regular faculty assignment will not be included in the faculty development program.

Standard 7

All teacher education faculty included in Standard 5, including the Dean of the college of education, are required once every five years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective teaching fields.

## Faculty Development Plans

Four Faculty Development Plans from four different Oklahoma insititutions of higher education will be presented. Each plan will be examined for structure, requirements and procedures.

### Plan 1

Plan 1 consists of a year to year plan with the long-range goals (five-year requirements) being met. The Faculty Development Committee has determined that the faculty development shall be related to public school activities and to improving their performance as teacher educators. Activities which will be acceptable as part of an individual faculty member's faculty development plan are those which aid the person in improving his/her performance in preparing public school teachers. The following are examples of such activities:

1. In-service education programs related to teacher education.
2. Higher education courses related to teacher education.
3. Exchange programs with public school classroom teachers, administrators, and other school personnel.
4. Substitute teaching.
5. Attendance and/or presentation of papers at professional association meetings relevant to public school teaching or teacher education.
6. Service as an officer in professional organizations related to teacher education or public school education.
7. Membership on boards or committees relating to public school

education or teacher education, such as public school board, State Board of Education, Professional Standards Board, and public school staff development committees.

8. Participation in such public school programs as public school staff development activities, science fairs, senior days, or music contests, if the activities are conducted in a public school setting.
9. Publication of professional articles relating to public school education or teacher education.
10. Production of teaching materials, textbooks, or media presentations to be used in the public schools or in teacher education courses.

Each member lists goals and proposed activities during the start of the initial academic year. These are submitted to the institution's Faculty Development Committee for approval according to the standards established by the Professional Standards Board. Each faculty member is informed of the status of his/her goals. An individual conference may be necessary for clarification of proposed goals. In subsequent years, the faculty member submits a list of completed activities regarding last years goals, and a new set of goals and proposed activities for the upcoming year. The Faculty Development Committee will allow adjustments in activities based upon human and situational variables, provided the completed plan meets the established standards. (Appendix B).

Plan 2

Plan 2 from another public institution of higher education in Oklahoma, is oriented toward the development of a comprehensive five-year plan consisting of a minimum of 150 clock hours, with at least fifteen clock hours being completed each academic year. This five-year plan is subdivided into five separate units with each one being an academic year. Each faculty member will make a general outline of the activities that he/she is proposing for that specific year. The appropriateness of these activities will be evaluated by the Faculty Development Committee according to the following criteria:

1. The activity has direct relevance to the faculty member's teaching assignemtn.
2. The activity contributes to the professional growth of the faculty member.
3. Some of the activities are directly related to the preparation of public school personnel.
4. The activity is above and beyond that which would be considered in the work assignment of the individual.
5. The activity is meaningful to the professional development of the faculty member.
6. The activity can be documented.

Five categories of activities have been developed and each faculty member must have significant work in at least three different categories during the five year period. The categories are:

Category A: Formal coursework, seminars, workshops and public service courses.

Category B: Attendance and participation at conferences and other professional meetings.

Category C: Writing, research and professional presentations.

Category D: Non-paid consultations, service on accreditations teams and services or observational visitations in public schools. (Note: 50 clock hours each five years must come from service in public schools.)

Category E: Independent study, professional reading, service to professional organizations and other activities which contribute to the individual's professional growth.

These activities will be evaluated and points assigned by the Faculty Development Committee. (Appendix C) At various times during the year, each faculty member will be provided a print-out of the activities completed and the points allowed for each activity. Near the completion of the year, each faculty member will be asked to verify the fulfillment of the approved activities.

Plan 3

Plan 3 has identified two specific criteria for inclusion in the Faculty Development Plan. These components are:

1. Individualized assessment of needs and interest.
2. A faculty development plan for each teacher educator to include such activities as the following:

a. In-service seminars and workshops
b. Consultation/participation in Public School Staff Development Programs
c. Faculty exchange, substitute teaching at public school level, etc.
d. Completion of higher education courses appropriate to assignment
e. Attendance at professional conferences
f. Presentation of papers at professional conferences.
g. Serving as officer in professional organizations
h. Publications in professional journals
i. Service on Entry-Year Assistance Committees
j. Research activities
k. Sabbatical leaves and other professional travel
l. Public school invclvement programs
m. Supervision of clinical experiences (in addition to or a variation of normal load)
n. Curriculum development (committees, projects, demonstrations, innovations, etc.)
o. Improvement of educational practices (research planning, preparation of materials, etc.)
p. Member of accreditation team
q. Consultation/participation in university faculty development seminars
r. Other (as specified)

This plan requires that each teacher education faculty develop

an individualized plan for professional development to be reviewed and approved by the Faculty Development Committee. This plan must also be a five-year plan, and must include an individualized assessment, a suggested plan for professional development and an identification of resources required for effecting the proposed plan.

In addition, each plan must include a variety of activities designed to develop the professional skills and understandings of the faculty member. As part of the required annual report, a faculty member may request revision of the five year plan at anytime; however, it is expected that requests for revision should normally be submitted as part of the required annual progress report. (Appendix D, E)

Plan 4

Plan 4 is coordinated with the Five Year Accreditation Program Review by the State Department of Education. Each faculty member will accumulate, at the minimum rate of fifteen points per year, a total of seventy five points. These points must be received from a minimum of five activity categories. These categories are:

Category A: Faculty Development In-Service Programs

Category B: Consultant/Participant in Public School Staff Development Programs

Category C: Faculty Exchange and/or Substitute Teaching

Category D: Additional coursework at college or university

Category E: Attendance and/or presentation of papers at professional meetings

Category F: Publications in appropriately-related professional journals

Category G: Cooperative research projects, e.g., university, public schools and/or community to improve educational practices

Category H: Participation in public school involvement programs/committees, e.g., Field Experience Conference, Counselor Day and Experience Based Teacher Education Evaluation

Category I: Development demonstrations of curricula innovations for pre/in-service use

Category J: Attendance and participation in University Faculty Development Activities

Category K: Participation in in-service meetings to include faculty planning and involvement, e.g., demonstrations with student exhibits and explanation of special or new techniques

Category L: Summer work related to faculty member's area(s) of teaching

Category M: Membership on State, Regional or National accreditation teams

Category N: Planning and producing television or other special programs for use in the schools

Category O: Other activities as approved by the teacher Education Faculty Development Committee

Only twenty five points may be received from a single activity category during a five-year period. One contact hour (documented) equals one Faculty Development Point. The service in the public school does not accumulate points.

Each faculty member submits a Five-year Plan, a Yearly Faculty Development Plan (Appendix F), and a quarterly Faculty Development Activity Report (Appendix G). The cumulative total is tabulated on Activities for Faculty Development (Appendix H). All completed activities must be documented.

## Concerns

The unprecedented requirement of Oklahoma House Bill 1706 that all higher education faculty and administrators involved in teacher education in Oklahoma continue their education during their tenure at a state university to ensure that the future teachers of this state are taught by professional educators fully trained in their area of expertise has created interest among higher education faculty throughout the nation. This interest ranges from strong support to disbelief and dismay.

The most controversial section deals with the requirement that faculty development activities be in addition to regular faculty duties. By requiring successful faculty development programs as part of the state approval of teacher education

programs, a paradox is immediately created. Approval of teacher education programs is essential for the continuation of teacher education programs at any institution. Therefore, completion of an approved faculty development plan becomes a requirement for each faculty member involved in teacher education. Hence, what standard 6 required to be beyond the regular faculty assignment becomes part of the regular faculty assignment with no additional compensation. Equally interesting is the institutional concept of requiring selected faculty members to assume additional duties while not requiring additional duties of other faculty.

The most questionable and most difficult standard to complete is the required service in the public schools. This requirement is based upon the principle of continued exposure to the practictioner in order to more clearly establish the relationship between theory and practice. Hopefully, this required service will provide the necessary first-hand experience which can be the basis for instructional strategies to preservice teachers. The primary problem is the amount of time it takes from the regular duties of the faculty member. If the faculty attempts to complete this service during a semester and establish some principles of continuation, the usual approach has been to serve one day a week for a semester. This represents approximately one-tenth of a faculty member's regular work week. Additional time is needed for preparation and/or evaluation away from the public school site. A reduced teaching load would

be useful during this time. However, there appear to be no existing institutional policies which support this concept.

The most threatening aspect of mandatory faculty development is the governmental belief that higher education faculty who administer and participate in teacher education programs are negligent regarding the enhancement of their competencies and/or skills. The present trend of political initiation of education changes represents a dangerous precedent for teacher educators. Developments in Arkansas, where Governor William Clinton proposes to test all teachers' basic skills, and in New Jersey, where Governor Thomas Kean proposes to do away with professional education, represent serious outside threats to the educational establishment. The plethora of experts outside education represent the concept that teacher education will not be permitted to control its own destiny. This political control is based upon the false assumption that left alone, teacher education has not and would not upgrade its product. Any institution that failed to continuously improve the qualifications of its teacher education faculty would soon suffer from a lack of approval of its program from the state. Also, most teacher education faculty may regard their degree as terminal, but do not feel that their learning is terminal and recognize the importance of developing new skills and/or competencies to expand their repertories of capabilities. This existing attitude of teacher education faculty may account for the increased emphasis upon the value of teacher education.

In summation, mandatory faculty development in higher education in Oklahoma has been implemented by all higher education institutions which recommend students for teaching credentials. This plan, with its institutional variables, has been accepted by teacher education faculty as a procedure whereby the faculty receives institutional recognition for doing many activities that were previously voluntary and unsanctioned. The future of this program depends upon adequate finances, legislative attitudes, teacher education faculty attitudes, the support of the public schools and the support of various agencies of state government. It is the responsibility of the teacher educators to take this plan and make it a viable part of producing more highly qualified teachers and therefore improving the quality of education available to the citizens of Oklahoma.

Correctly Enrolled: _____ Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

It is hereby declared to be the intent of the Legislature that the Board work with the State Regents for Higher Education and the various universities in establishing a procedure whereby all college of education instructors continue their education during their tenure at a state university to ensure that the future teachers of this state are taught by professional educators fully trained in their area of expertise. Each approved program of teacher education shall have a teacher education faculty development committee that shall include at least one public school classroom teacher as a member. The committee shall write and review faculty development plans for each faculty member directly involved in the teacher education process. Individual faculty development plans shall be submitted to the Professional Standards Board as a normal part of the five-year process of teacher education program review.

It is further declared to be the intent of the Legislature that such faculty development plans provide alternative means of education including, but not limited to:

1. In-service training programs;

2. Higher education courses;

3. Exchange programs with public school classroom teachers, administrators, and other school personnel; and

4. Programs whereby all full-time college of education faculty members, including the Dean of the college of education, are required once every five (5) years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective college of education teaching fields.

All state-supported public school systems shall participate in the aforementioned programs when so requested by the Board.

B. On or before July 1, 1981, the Board shall adopt rules and regulations requiring specific improvements to strengthen the screening of student applicants and field activity and placement as



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# TEACHER EDUCATION FACULTY DEVELOPMENT FORM

Academic Year 19_____ - 19_____

Name_____ Department_____ Office_____ Phone_____

Directions for Part A:

1. Record below long-term goals and activities to meet these goals.
2. Sign at the bottom of the goals and activities column.
3. If possible, indicate the year in which you intend to serve the equivalent of nine days in a public school.
4. Send this form by September 15 to the Faculty Development Committee, in care of the Department of Education and Psychology, Nance-Boyer Hall.
5. The Faculty Development Committee will review your plan and return one copy to you by October 1.

Directions for Part B:

1. By next September 15, complete the activities column and sign in the space provided.
2. Return this completed form together with the form for the next academic year.

| PART A | | PART B | |
|---|---|---|---|
| GOALS | PROPOSED ACTIVITIES | COMPLETED ACTIVITIES | DATE COMPLETED |
| | | | |

ignature of Faculty Member Date Submitted

viewed by Faculty Development Committee Date

Signature of Faculty Member Date Completed

Reviewed by Faculty Development Committee Date

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Appendix C

FACULTY DEVELOPMENT PLAN FOR 1982-83

NAME: _____ DEPARTMENT: _____

| CATEGORY | PROPOSED TYPE OF ACTIVITY | APPROXIMATE TIME INVOLVED | TENTATIVE COMMITTEE ACTION | | |
|---|---|---|---|---|---|
| | | | Allow | Disallow | Request More Information |
| A. Formal Coursework, seminars, workshops and public service courses. | | | | | |
| B. Attendance and participation at conferences and other professional meetings. | | | | | |
| C. Writing, research and professional presentations. | | | | | |
| D. Non-paid consultations, service on accreditations teams and service or observational visitations in public schools. (Note: 54 Clock hours each five years must come from service in public schools.) | | | | | |
| E. Independent study, professional reading and other activities which contribute to the individual's professional growth. | | | | | |

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Appendix D

Academic Year _____ Name _____

# TEACHER EDUCATION FACULTY DEVELOPMENT PLAN

*PROCEDURES: Teacher education faculty are to complete this form and submit it to their Division Chairman for approval. Division Chairmen are to forward the form, with recommendations as necessary, to the Director of Teacher Education. The Director of Teacher Education is responsible for submitting the form to the Teacher Education Faculty Development Committee for approval and recommendations. (Submission and approval dates will be announced.)

I. ASSESSMENT - Include such items as interests, identified weaknesses, professional aspirations, institutional or personal needs, professional responsibilities or leadership roles, etc. (Use additional page if necessary)

II. FACULTY DEVELOPMENT PLAN - The faculty development plan should be based on an assessment of needs and designed to satisfy one or more of the items identified in Section I of this plan. The plan should include a detailed list of proposed faculty development activities, a projected timetable and priority basis for completion of activities, and anticipated outcome or change resulting from the activities. (Use additional page if necessary)

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Appendix E

III. **RESOURCES** - Identify all resources required for the completion of the faculty development plan as identified in Section II. Be specific, list such items as: time, financial resources, materials, equipment, administrative approval and/or support, etc. (Use additional page if necessary)

_____ _____ or _____

Signature of Faculty Member Initial Five-Year Plan Annual Progress Report

* * * * * * * * * * * * *

ACTION OF DIVISION CHAIRMAN

_____ _____

Signature of Division Chairman Date

Approval_____ Disapproval_____ Conditional Approval_____ (as specified)

Recommendations:

* * * * * * * * * * * * *

ACTION OF TEACHER EDUCATION FACULTY DEVELOPMENT COMMITTEE

_____ _____

Signature of Chairman of Faculty Development Committee Date

Approval_____ Disapproval_____ Conditional Approval_____ (as specified)

Recommendations:

This form to be used for reporting Initial Five-year Plan and for Annual Progress Report.

Appendix F

Name_____ Date_____

Department of School_____

Office Number _____ Phone _____

In order to comply with the University Teacher Education Faculty Development provision of H. B. 1706, I am submitting the following faculty development plan.

It is my intention to accomplish the following professional goals for the academic year 19____.

1. _____

Activities I feel meet this goal are: # of Activity

a. _____

b. _____

c. _____

2. _____

Activities I feel meet this goal are: # of Activity

a. _____

b. _____

c. _____

Five goals are required during the five year period. Select a minimum of one goal each year. For additional goals use additional pages.

Submitted for approval this date _____

by _____

APPROVED/DISAPPROVED (Department Head) _____

APPROVED/DISAPPROVED (Dean of School) _____

APPROVED/DISAPPROVED _____
(Faculty Development Committee Chairman)

Appendix G

Name_____Date_____

Department or school_____

Office Number_____Phone_____

To the Faculty Development Committee:

I am applying for _____ Faculty Development Points for the following professional activities:

1. Name of activity _____

2. Location of activity _____

3. Dates of activity _____

4. Number of Contact hours you spent with this activity _____

5. Your role in this activity (e.g. participant, presenter) _____

BRIEF EXPLANATION OF ACTIVITY

6. Please attach a copy of program, schedule, brochure, or agenda of the activity to this form.

7. Please send to Dr. Dean, School of Education.

Submitted for approval, this date _____

by _____
(signature of faculty member)

APPROVED/DISAPPROVED (Department Head) _____

APPROVED/DISAPPROVED (Dean of School) _____

Approved for _____ faculty development points this date _____

Appendix H

ACTIVITIES FOR FACULTY DEVELOPMENT

| ACTIVITY | 1st-Year 19__ | 2nd-Year 19__ | 3rd-Year 19__ | 4th-Year 19__ | 5th-Year 19__ | TOTALS |
|---|---|---|---|---|---|---|
| TEFD In-Service | | | | | | |
| PDCN/Public School Staff Development Programs | | | | | | |
| Exchange/Teaching | | | | | | |
| Coursework | | | | | | |
| Attendance/Presentation Papers-Professional Meetings | | | | | | |
| Publications | | | | | | |
| Cooperative Research | | | | | | |
| Public School Involvement | | | | | | |
| Development/Demonstration Curriculum Innovations | | | | | | |
| Attend/Particiapte in University TEFD Seminars | | | | | | |
| Planning/Involvement Programs | | | | | | |
| Summer Work Related to Teaching Area | | | | | | |
| State, Regent, National Accreditation Teams | | | | | | |
| Planning/Program Production | | | | | | |
| Other - Approved by TEFD Committee | | | | | | |
| TOTALS | | | | | | |